

# Quality Progress Report (QPR) For Virginia FFY 2021

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## 1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

### 1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2021. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs

# 2832

N/A.

Describe:

License exempt center-based programs

# 966

N/A.

Describe:

Licensed family child care

# 1531

N/A.

Describe:

License-exempt family child care (care in providers' home)

# 792

N/A.

Describe:

In-home (care in the child's own home)

#

N/A.

Describe:

In-home care falls under the definition of unlicensed family day home in Virginia.

Other.

Explain

N/A

## 1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

In FFY 2021, Virginia has navigated the transition from the Virginia Department of Social Services to the Virginia Department of Education. Throughout this transition, Virginia has maintained progress on the initial goals outlined in the FFY2019-2021 CCDF State and Territory Plan, responded to needs evolving from the COVID 19 crisis, and further developed quality supports for child care and family day home programs.

1. **Update on participation in VQ and QRIS:** Virginia has continued to offer the Virginia Quality (VQ) Program as the state's current QRIS. Participation in VQ this year was impacted by COVID 19, though numbers have continued to grow: On 10/01/2020 there were 1282 programs participating in

QRIS compared to 1457 on 9/30/2021 an increase of 13.65%. The number of Programs that maintained or increased their assessed QRIS quality level over time: Of the 1457 programs active 9/30/2021, 870 maintained their quality level and 351 moved up at least one QRIS level. In spring 2020, Virginia announced that VQ would begin to transition from VQ to a new mandatory quality rating and improvement system, called VQB5, over the series of the next three years. Information on this transition can be found here:

<https://www.doe.virginia.gov/early-childhood/build-unified-early-childhood-system/index.shtml>

2. **Update on launch and participation in VQB5:** In March 2020, the Virginia Department of Education (VDOE) began work with the new Early Childhood Advisory

Committee (ECAC) to establish the new, legislatively required, mandatory unified measurement and improvement system, called VQB5. VQB5 will be required for all publicly-funded birth-to-five providers as of July 2023, with two optional practice years preceding this requirement. The VQB5 Practice Year 1 guidelines were approved by the Board of Education (BOE) in June 2021, and can be found here:

<https://www.doe.virginia.gov/early-childhood/build-unified-early-childhood-system/index.shtml>

As of Sep 30, 2021, there were 1,506 birth-to-five sites participating of the estimated total 3,142 publicly-funded sites in Virginia. This represents the participation of 4,986 classrooms, noting these totals include public schools, Head Start, child care and family day homes. Each of these classrooms will receive at least two local CLASS observations this year, and will be monitored for implementation of quality curriculum.

VQB5 builds on the earlier work to measure quality as part of the Preschool Development Grant (PDG). In FFY2020, through PDG, 1,050 sites completed classroom profiles in the LinkB5 data system, all supported via PDG funding.

3. **Expansion of Early Childhood Mental Health (ECMHC):** In response to the COVID 19 crisis, the VDOE has expanded the investment and attention to early childhood mental health supports. While mental health consultation is already being offered in infant/toddler classrooms through the Child Development Resources' Virginia Infant & Toddler Specialist Network, this service is now being expanded. Investments have increased, and while services have not launched as of October 1, the launch of an expanded birth-to-five pilot will begin shortly.
4. **Support of Workforce - Pathfinders, Scholarship increase, LinkB5, and Educator Incentive:** Virginia has continued to invest in the child care workforce, with two supports for obtaining credentials via Virginia Early Childhood Foundation (VECF) Pathfinders Program, and the Child Care Scholarship Program, which will be expanded in FY22 using COVID relief dollars. Virginia has grown participation in the new unified data system, LinkB5, which is supported by PDG funding and new COVID relief dollars to support expansion. The LinkB5 data system collects information about Virginia's early childhood education (ECE) system to broaden and deepen our understanding of Virginia's unique needs and resources. Communities collect and share information about their ECE landscape through LinkB5, creating visibility into the vital network of diverse providers (including Virginia Preschool Initiative, Head Start, private centers, and family day homes) serving Virginia's youngest learners from birth to age ve. With increased visibility into the unique ways children are served, we can build on and strengthen high-quality experiences for all children. As of September 2021, LinkB5 had 1,500 registered sites participating in data collection - an increase of over 500 sites from September 2020. This represents approximately half of the 3,142 publicly-funded births to five sites in Virginia.

Virginia has further invested significantly in the Teacher Recognition Program. In FY21, the Teacher Recognition supported 3,111 teachers in center-based child care and family day homes (2,866 in center and 245 in family day homes), Teachers were eligible for up to \$2,000 to recognize their work in the sector and support movement towards wage equity. The program is supported by PDG funds, State General Funds, and GEER COVID relief

funding in FY21. In total, ~\$4,900,000 in incentive payments were disbursed in program year 2, which ended in June 2021. In FY22, Virginia will expand to include additional COVID relief funding and state funding to grow the program.

## 2) Supporting the training and professional development of the child care workforce

*Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.*

### 2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

Practitioners can create a professional profile that encompasses self-reported employment, compensation, training, and educational credentials through the IMPACT registry. Practitioners can request that supporting documentation be reviewed to determine a Career Pathway level designation. However, a state level process is not currently in place to track professional development progression in Virginia. Child care and family day home teachers and leaders that are in communities or sites participating in PDG B5 are required to participate in the LinkB5 data system. While not a formal workforce registry (ability to track across years is not yet in place), LinkB5 does record data on credentials and professional development completed within a year. LinkB5 is building a warehousing feature to enable more complete functionality as a workforce registry system.

No.

If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

### 2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

No.

If no, describe:

Participation in the IMPACT Registry is voluntary.

### 2.1.3 Total number of participants in the registry as of September 30, 2021 # 678

### 2.2 What supports did the lead agency make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions)

# 3176

Financial bonus/wage supplements tied to education levels

#

Career advisors, Mentors, Coaches, or Consultants

# 32

Reimbursement for training

# 10

Loans

#

Substitutes, sick/annual leave, release time, etc. for professional development

#

Other.

Describe:

Incentives given to 361 providers for progress on obtaining an endorsement, credential, or certificate; scholarships given to 31 providers to attend a statewide conference; payment for 150 practical assessment gradings as part of the endorsement process; payment for 25 online courses as part of the endorsement process.

Other Virginia Quality-related supports: 33 Scholarships to Raising the Bar Early Care and Education Virtual Conference, 4 individuals (Family Day Providers) for cost of the

CDA application, 11 providers received scholarships resulting in CDA certificate and 5 renewal CDA certificates.

Virginia has supported the PDG B5 Teacher Recognition for the three years, the second year taking place from July 2020-June 2021. Teachers working in participating child care or family day home centers, that worked for at least 30 hours a week with children received up to \$2,000 if maintaining employment throughout the program period. In FY21, 3,111 teachers received up to \$2,000. 2,866 were in centers, 245 were in family day homes. The program is supported by PDG, State General Funds, and GEER funding in FY21. UVA has supported various evaluations of this program to understand the impact of increased wages on the child care profession - those can be found here: <https://www.see-partnerships.com/virginia-reports--policy-briefs.html>

N/A

Describe:

**2.3 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.**

**2.3 Licensed child care providers**

**a. Total number**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

**b. How many had a Child Development Associate (CDA)?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**e. How many had a State child care credential?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**f. How many had State infant and toddler credentials?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**g. How many had an "other" degree?**

Define "other" degree:

N/A

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**2.4 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.**

**2.4 Licensed CCDF providers**

**a. Total number**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

**b. How many had a Child Development Associate (CDA)?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A



If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**e. How many had a State child care credential?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**f. How many had State infant and toddler credentials?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state, its partners, and stakeholders do not collect this data.

**g. How many had an "other" degree?**

Define "other" degree

N/A

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0  
Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0  
Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state and its partners do not collect this data.

## 2.5 How many providers received the following additional forms of professional development from October 1, 2020 to September 30, 2021?

### a) Business practices

Total: 300

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

### b) Mental health

Total: 9779

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

### c) Diversity, equity, and inclusion

Total: 1125

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

### d) Other:

Describe:

Subsidy, health and safety, emergency preparedness, and first aid/CPR.

The Lead Agency partners with Child Care Aware of Virginia and the Virginia Infant & Toddler Specialist Network to offer professional development opportunities described.

Our partners do not have participation data broken down by provider type, only totals.

Total: 1672

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

## 2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the training and professional development of the child care workforce during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 2775370

Comments related to dollar amount provided (optional):

**VCU Cross-sector PD \$34,984.63**

**UVA CASTL \$75,383.00**

**Penn State Health and Safety \$174,844.00**

**Community College Workforce \$25,000.00**

**Scholarships \$329,000.00**

**Infant and Toddler Network Training \$2,136,147.40**

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

\$21,000 - Bernardine Franciscan Sister Foundation - VQ Peninsula Region - To support outdoor classrooms to incorporate nature as an integral part of children's daily learning by enhancing outdoor learning environments (OLE) and empowering teachers as facilitators of outdoor learning at early childhood sites with a focus on teacher-child interactions.

\$1 million per SFY - Project Pathfinders Scholarships, State General Funds, Virginia Early Childhood Foundation

\$3,000,000 - State General Funds for the PDG B5 Teacher Recognition Program

\$1,000,000 GEER funds for the PDG B5 Teacher Recognition Program

\$2,690,000 PDG B5 funds for Teacher Recognition Program

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**2.7 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.**

**Virginia Quality measured progress in the following ways:**

- The number of TA assignments made through the Virginia Quality Access online system: The system tracked the number of TA assignments made in response to online requests. In FFY 2021 there were 611 TA assignments submitted into Access between October 1, 2020 and September 30, 2021 to assist providers working on Quality Improvement Plan (QIP) goals related to Virginia Quality Standards.
- The VA Quality Hub offered ten TA webinars or webinar series on nine topics in FFY21 for the TA Specialists and Raters. The individual webinars offered and successfully completed were the VQ Curriculum TA Refresher, VQ CLASS & ERS TA Refresher, VQ Annual Rater Refresher, CLASS Infant Refresher for VQ Raters, Curriculum & Assessment TA Training (this training was offered twice), and trainings on the ITERS, ECERS, and FCCERS tools for TA providers (ITERS and FCCERS trainings offered twice). The VA Quality Hub also offered a webinar series on Designing and Implementing Learning Communities for Early Childhood TA Providers. This series consisted of 6 sessions offered over time.

**Higher level indicators include such items as:** Percent of early care and education programs that participate in Virginia's voluntary child care and early education quality rating and improvement system. The percentage is based on the eligible universe of 4564 set 9.27.2020, a point in time count of program types eligible to be included in Virginia Quality. In FFY2021, 1457 or 32% of eligible providers participated. (Data is extracted from Virginia Quality Access online enrollment and data system.)

**The Infant Toddler Specialist Network includes items such as:**

- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2021 was 16%. The average percentage increase of participants' knowledge of the Infant Toddler Mental Health Consultant training topic for FFY 2021 was 11.1%.
- 873 providers passed the classroom based infant and toddler endorsement courses during FFY 2021. This number is duplicated as some of the same providers participate in more than one course.
- The average overall evaluation score for trainings conducted by Infant Toddler Specialists was 4.91 out of 5.
- The average overall evaluation score for trainings conducted by Infant and Toddler Mental Health Consultants was 4.91 out of 5.

**Virginia's Teacher Recognition Program:**

Virginia has supported the PDG B5 Teacher Recognition for the three years, the second year taking place from July 2020-June 2021. Teachers working in participating child care or family

day home centers, that worked for at least 30 hours a week with children received up to \$2,000 if maintaining employment throughout the program period. In FY21, 3,111 teachers received up to \$2,000. 2,866 were in centers, 245 were in family day homes. The program is supported by PDG, State General Funds, and GEER funding in FY21. UVA has supported various evaluations of this program to understand the impact of increased wages on the child care profession - those can be found here: <https://www.see-partnerships.com/virginia-reports--policy-briefs.html>

### 3) Improving early learning and development guidelines

*Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.*

#### 3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2020 to September 30, 2021?

Yes.

If yes, describe changes or updates:

The state collaborated with over 300 subject matter experts, stakeholders, and partners to develop Virginia's Early Learning and Development Standards. The comprehensive standards span the birth through 5 continuum based upon the core grounding principle that all children deserve to enter school ready to learn. The ELDS were approved by the Virginia Board of Education in March of 2021. The Virginia ELDS replaced the state's previous early learning and development guidelines, (The Milestones of Child Development and Virginia Foundation Blocks for Early Learning) and became effective in the 2021-2022 academic year as Virginia's early learning and development guidelines. The link to the Virginia ELDS can be found here: <https://www.doe.virginia.gov/early-childhood/curriculum/va-elds-birth-5.pdf>

No

N/A

Describe:

#### 3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:



No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

### **3.3 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.**

**Updates on Virginia's Standards: Virginia has developed a complete set of revised birth-to-five early learning and development standards over a period of 18 months. During October 1 to September 30, the standards were drafted and shared extensively with stakeholders around the state. The standards were reviewed by over 300 interested individuals. They were finalized and approved by the Board of Education in March 2021. They were immediately posted online and available for use, though annualized programs were encouraged to begin using them by Fall 2021 (for the 2021-2022 academic year).**

**A Micro-credential is being developed in partnership with Radford University as an introduction to the ELDS. The 5 hour, non-credit bearing micro-credential will be piloted to a group of 1000 educators who work in varied early childhood settings including family day homes and center-based settings. The launch date of the pilot is set for early 2022.**

**Updates from Infant Toddler Specialist Network: Based on 7.11.1 of the State Plan, the Network provided the following-**

**Virginia Infant and Toddler Specialist Network measures and progress include:**

- Mean pre-ITERS-R score was 2.62 or "minimal" quality for programs completing intensive on-site coaching provided by the Infant Toddler Specialists; mean post ITERS-R score was 3.57 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores.
- Mean pre-FCCERS-R score was 2.71 or "minimal" quality for programs completing intensive on-site coaching provided by the Infant Toddler Specialists; mean post-FCCERS-R score was 3.69 or "minimal to good" quality, which yielded an extremely

statistically significant increase between FCCERS-R pre and post assessment scores

- Pre- to post-health and safety checklist scores for programs completing intensive on-site coaching provided by Infant Toddler Specialists increased an average of 21% for 35 of the 42 programs (religious exempt child day centers, family day homes not licensed)
- Overall increase in use of 1-2-3 READ! strategies from 3.0 to 3.8 on a scale from 1-4 for providers completing follow-up technical assistance after attending Network early literacy training (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist")
- For programs completing intensive on-site coaching, 726 goals, or an average of about four goals per program, were created with the Infant Toddler Specialists with verification that 559 (76.9%) of these goals were accomplished
- For programs completing on-site coaching on social emotional topics, 384 goals, or an average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants with verification that 301 (78.4%) of these goals were accomplished

#### **4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator**

*Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.*

**Please provide the lead agency's definition of high quality care, and how it relates to the tiers of the QRIS, including a description of all tiers and which are considered high quality (if applicable).** *This may include the high quality definition as part of the lead agency's Quality Rating and Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

Virginia Quality (Virginia's current QRIS) has five levels with Level 4 and Level 5 representing high quality. Programs must demonstrate that they meet qualifications at each level before advancing to the next level. Levels 1-3 can be achieved through documentation submission and review (curriculum and assessment are typically verified and observed in-person but have been done virtually during COVID). Programs can advance to Levels 4 or 5 through onsite observations from a trained observer.(Link to standards:

[https://www.virginiaquality.com/sites/default/files/VA\\_Quality\\_Standards\\_0.pdf](https://www.virginiaquality.com/sites/default/files/VA_Quality_Standards_0.pdf))

- Level 1 - Basic Health and Safety
- Level 2 - Education and Qualifications

- Level 3 - Curriculum and Assessment requirements
- Level 4 & 5 - Classroom Assessment Scoring System and ERS; see standards link below for threshold requirements on both instruments to achieve Level 4 & 5 ratings

VDOE is also leading the implementation of a new measurement and improvement system, called VQB5, which focuses on the quality of all publicly-funded birth-five classrooms and supports families to choose quality programming across different program types. All publicly funded providers will be required to participate in the new unified VQB5 system. This effort will build on [Virginia's federal preschool development grant birth-to-five \(PDG B5\)](#) and efforts of local community networks.

VQB5 will measure the quality of infant, toddler and preschool teaching and learning based on two nationally-recognized quality indicators, Interactions and Curriculum. Teacher-child interactions will be measured in a developmentally-appropriate way using the [Classroom Assessment Scoring System \(CLASS\)](#). Curriculum will be measured through the use of approved curricula that are aligned with [Virginia's Early Learning and Development Standards](#)

VQB5 is being scaled over the next few years, including two years of practice with the new VQB5 system. In June 2021, the Board of Education approved the [Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System](#) (Word). All programs will have the opportunity to participate in at least one practice year (2021-2022 is VQB5 Practice Year 1 and 2022-2023 is VQB5 Practice Year 2). In 2023-2024 all publicly-funded programs will be required to participate in VQB5, with the first public ratings shared in the fall of 2024. Programs that do not receive any public funds, will have the option to participate in VQB5.

To support the overall transition from Virginia Quality (VQ) to the new Unified VQB5 system, VQ Regions are providing quality improvement support to VQ programs and other programs participating in the practice years in collaboration with PDG Communities. In July 2022, All VQ quality rating levels will be "frozen". VQ ratings will remain valid and publicly available until the fall of 2024 when the new VQB5 ratings are released. (All VQ levels will expire in the fall of 2024)

#### **4.1 Indicate the status of the lead agency's quality rating and improvement system (QRIS) during October 1, 2020 to September 30, 2021?**

- The lead agency QRIS is operating state- or territory-wide
- The lead agency QRIS is now operating as a pilot, in a few localities, or only a few levels
- The lead agency is operating another system of quality improvement. Describe this system

Describe:

To support the overall transition from Virginia Quality (VQ) to the new Unified VQB5 system, VQ Regions are providing quality improvement support to VQ programs and other programs participating in the practice years in collaboration with PDG Communities. In July 2022, All VQ quality rating levels will be "frozen". VQ ratings will remain valid and publicly available until the fall of 2024 when the new VQB5 ratings are released. (All VQ levels will expire in the fall of 2024). This is to facilitate the transition to the new, statewide and required VQB5 system which will occur in the fall of 2023.

- The lead agency does not have a QRIS or other system of quality improvement.

4.2 What types of providers participated in the QRIS during October 1, 2020 to September 30, 2021 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes
  - License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
  - Other.

Describe:

**4.3 For each setting, indicate the number of providers eligible to participate in the QRIS and the number of providers participating in the QRIS as of September 30, 2021?**

**a. Number of providers eligible for QRIS:**

Licensed child care centers: # 1876

License-exempt child care centers: # 120

Licensed family child care homes: # 1375

License-exempt family child care homes: # 501

In-home (care in the child's own home): # 0

Programs serving children who receive CCDF subsidy: # 1873

Other: 692

Describe:

School-based preschool programs (686)

Department of Defense-approved facilities (6)

**b. Number of providers participating in QRIS:**

Licensed child care centers: # 790

License-exempt child care centers: # 30

Licensed family child care homes: # 282

License-exempt family child care homes: # 55

In-home (care in the child's own home): # 0

Programs serving children who receive CCDF subsidy: # 699

Other: 294

Describe:

School-based preschool programs (294)

Department of Defense-approved programs (0)

**c. N/A:**

Licensed child care centers: #

N/A

License-exempt child care centers: #

N/A

Licensed family child care homes: #

N/A

License-exempt family child care homes: #

N/A

In-home (care in the child's own home): #

In-home programs fall under the category of unlicensed family day homes in Virginia.

Programs serving children who receive CCDF subsidy: #

N/A

Other, describe:

N/A

#### 4.4 Is participation in the QRIS mandatory for any group of providers?

- Yes (check all that apply).
- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other

Describe:

No

N/A

Describe:

**4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2021:**

- a) Licensed family child care # 84
- b) Legally exempt family child care (care in providers' home) # 3
- c) Licensed center-based programs # 2
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) #
- f) Programs serving children who receive CCDF subsidy # 33

N/A

Describe:

Programs that are awarded Level 4 and 5 are defined as high quality in Virginia Quality because programs have met the quality criteria for all four quality standards. In addition to the numbers above, 91 Virginia Department of Education Virginia Preschool Initiative (VPI) programs are not a designated licensing type, but are included in this count of Level 4 and Level 5 rated programs.

**4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2021:**

- a. Total number of CCDF children in high quality care # 7928
  - i. Infant # 353

Define age range: 0-15 months

- ii. Toddler # 1496

Define age range: 16-35 months

- iii. Preschool # 6079

Define age range: 36 months to kindergarten entry

- iv. School-age # N/A

Define age range:

- b. Other. Describe:



c. N/A. Describe:

**4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many were provided to the following types of programs during October 1, 2020 to September 30, 2021?**

- Yes, the following programs received grants..
- a. Licensed child care centers # 176
  - b. License-exempt child care centers # 27
  - c. Licensed family child care homes # 50
  - d. License-exempt family child care (care in providersâ home) # 2
  - e. In-home (care in the childâs own home) # 0
  - f. Programs serving children who receive CCDF subsidy # 212

No

N/A

Describe:

Other: Central Region also reports 5 programs were issued scholarships for attendance at the virtual VAAEYC Conference (March 2021) for one or more days, CDA scholarships were issued to 7 providers for first time certification and 4 providers for renewals

**4.8 Did the lead agency provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021?**

- Yes, the following programs received stipends.
- a. Licensed child care centers # 22
  - b. License-exempt child care centers # 26
  - c. Licensed family child care homes # 1
  - d. License-exempt family child care (care in providersâ home) # 3
  - e. In-home (care in the childâs own home) # 0
  - f. Programs serving children who receive CCDF subsidy # 27

No

N/A

Describe:

Other note from Fairfax-Eastern Region: Four community-based programs received

\$37,100 in stipends

**4.9 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received ongoing technical assistance during October 1, 2020 to September 30, 2021?**

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers # 790
- b. License-exempt child care centers # 30
- c. Licensed family child care homes # 282
- d. License-exempt family child care (care in providersâ home) # 9
- e. In-home (care in the childâs own home) # 0
- f. Programs serving children who receive CCDF subsidy # 699

No

N/A

Describe:

In the Northern Region, 32 unlicensed family day homes approved by local ordinance and 14 unlicensed family day homes approved by a family day system also received ongoing TA.

**4.10 Did the lead agency provide higher subsidy rates related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2020 to September 30, 2021?**

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers # 23
- b. License-exempt child care centers # 0
- c. Licensed family child care homes # 0
- d. License-exempt family child care (care in providersâ home) # 0
- e. In-home (care in the childâs own home) # 0
- f. Programs serving children who receive CCDF subsidy # 23

No

N/A

Describe:

Virginia added Tiered Reimbursement for Child Care Subsidy Vendors in October 2020. The program allows for vendors who have achieved a level 4 or 5 in our QRIS

system to receive an add-on amount of 7% for children under 5 that receive child care subsidy assistance.

#### 4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 2588503

Comments related to dollar amount provided (optional):

- ChildSavers-Memorial Child guidance Clinic(\$331,688.52)
- Fairfax County, acting through the Department of Neighborhood & Community Services/ Office for Children (\$542,803.84)
- Sentara RMH Medical Center (\$237,812.72)
- Smart Beginnings Rappahannock (\$252,812.82)
- Smart Beginnings Virginia (\$301,163.25)
- Tidewater Community College (\$491,710.73)
- United Way of Roanoke Valley (\$316,872.17)
- United Way of Southwest Virginia (\$113,638.88)

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 6041979

If yes, describe source(s) of funding:

**Central Region (): VQRIS Specialists collaborated with Smart Beginnings**

**Greater Richmond and Henrico Education Foundation to offer a minimum of 38 CLASS-based trainings to approximately 500 participants of ages ranging from infant through preschool. (A minimum of 30 VQRIS programs were represented at these trainings.) The source and total amounts of this funding was \$6344 from SBGR, and \$819 from HEF.**

**Northern QRIS Region (Fairfax County NCS/OFC): Local funds were used to support QRIS, the implementation of early learning and development guidelines and the professional development of the early childhood workforce. (Salaries and benefits of early childhood professionals: \$433,928.93; Materials and supplies: \$16,122.68)**

**Peninsula QRIS Region (Smart Beginnings VA Peninsula): City of Newport news - \$23,555 - Strive for Five was designed to support committed Virginia Quality (VQ) programs in Newport News with the goal of timely advancement along the quality continuum while receiving extra support from TA specialists and additional opportunities for collaboration with peers. Strive for Five Goals: Achieve a quality Level 3 within two years following the initial awarded quality level and Advance to a quality Level 4 within two years following the awarded quality Level 3**

**Eastern QRIS Region: Cohort partnership with Virginia Beach GrowSmart Foundation sponsored by Geico to move programs through each level. Total award: \$3,209.50**

**PDG B5 - \$5,558,000 Funds spent on PDG B5 Local Community Networks, to complete CLASS observations and use the LinkB5 data system, which informed the development of the new piloted QRIS, VQB5, launched July 1, 2021.**

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

#### 4.12 Progress Update:

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.**

Virginia Quality Standards for Child Care and Preschool Programs are used to measure progress in improving the quality of care at programs participating in the State quality rating and improvement system. The current Virginia Quality standards are:

1. Basic Health and Safety - Compliance with regulating authority Level 1 - eligibility (Quality improvement measures begin with Level 2)
2. Education and Qualifications (assessed by documentation) Level 2
3. Curriculum and Assessment (assessed by documentation and observation) Level 3
4. Learning Environment and Interactions (assessed by observation) Level 4 and Level 5

Link to VA Quality Standards: VA Quality standards summary documents:

[http://www.virginiaquality.com/sites/default/files/VA\\_Quality\\_Standards\\_0.pdf](http://www.virginiaquality.com/sites/default/files/VA_Quality_Standards_0.pdf)

Between October 1, 2020 and September 30, 2021, Virginia Quality tracked the number of programs in each level and considered the number and/or percentage of programs at each level.

- As of September 30, 2021, a total of 1,457 programs participated in VQ. The number of providers at each level was as follows:
  - Level 1 = 404
  - Level 2 = 263
  - Level 3 = 607 (Note: of these, 460 are Fast Track programs. The "fast track" option allows programs already demonstrating quality in education/qualifications and curriculum to enter VA Quality at Level 3.)

- Level 4 = 136

- Level 5 = 47

- 351 sites moved up by at least one quality level since enrolling in Virginia Quality.

Additional QRIS measurable indicators referenced in CCDF 2019-2021 State Plan:

**The percentage of early care and education (ECE) programs that are participating in QRIS out of the eligible universe:** FFY 2021 - 32% of the eligible universe participated in QRIS.

**Post training evaluations via surveys:** 19 Modules from the Virginia Quality Online Professional Development Series were available this year on the Learn Point website. <http://virginiaquality.learnpointlms.com>. Modules continue to be shared with several ECE partners, such as ITSN, Community Colleges, and Smart Beginnings. At the end of the SFY 4th quarter, there were 3,457 user accounts in the VA Quality system. 27,095 modules were completed. The most viewed modules this year were: High Quality Interactions, Building Cultural Competence, Orientation to Virginia's QRIS, and Introduction to Intentional Teaching. Three modules were translated into Spanish this year and will be available in FY22: High Quality Interactions, Play-Based Learning Environments, and Supporting Kindergarten Transitions.

**General Knowledge:** As of September 30, 2021, 96% (95/99) of survey respondents rated the module content as very helpful/extremely helpful. FFY2021 Module Survey results can be found at: <https://www.surveymonkey.com/results/SM-GKLYDK529/>

VDOE is also leading the implementation of a new measurement and improvement system, called VQB5, which focuses on the quality of all publicly-funded birth-five classrooms and supports families to choose quality programming across different program types. All publicly funded providers will be required to participate in the new unified VQB5 system. This effort will build on [Virginia's federal preschool development grant birth-to-five \(PDG B5\)](#) and efforts of local community networks.

VQB5 will measure the quality of infant, toddler and preschool teaching and learning based on two nationally-recognized quality indicators, Interactions and Curriculum. Teacher-child interactions will be measured in a developmentally-appropriate way using the [Classroom Assessment Scoring System \(CLASS\)](#). Curriculum will be measured through the use of approved curricula that are aligned with [Virginia's Early Learning and Development](#)

## Standards

VQB5 is being scaled over the next few years, including two years of practice with the new VQB5 system. In June 2021, the Board of Education approved the [Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System](#) . All programs will have the opportunity to participate in at least one practice year (2021-2022 is VQB5 Practice Year 1 and 2022-2023 is VQB5 Practice Year 2). In 2023-2024 all publicly-funded programs will be required to participate in VQB5, with the first public ratings shared in the fall of 2024. Programs that do not receive any public funds, will have the option to participate in VQB5.

VQB5 Practice Year 1 Participation Data as of 9/30/21

- 1508 sites registered to participate in VQB5 Practice Year 1
  - 275 Family Day Homes
  - 534 Public School Preschools
  - 699 Centers
- 88% of participating sites are publicly funded.

### **5) Improving the supply and quality of child care programs for infants and toddlers**

*Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.*

#### **5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2020 to September 30, 2021.**



Yes, specialists are available.

- a) Number of Specialists available to all providers # 22
- b) Number of specialists available to providers serving children who receive CCDF# 22
- c) Number of specialists available specifically trained to support family child care providers # 22
- d) Number of providers served # 1709



Total number of children reached # 9984



No, there are no funded specialists.

N/A

Describe:



**5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.**

**a. Number of programs receiving on-site coaching:**

Licensed child care centers: # 211

License-exempt child care centers: # 37

Licensed family child care homes: # 112

License-exempt family child care homes: # 60

In-home (care in the child's own home) providers: # 0

**b. Percent of total programs receiving on-site coaching that served children who receive CCDF:**

Licensed child care centers: % 0

License-exempt child care centers: % 0

Licensed family child care homes: % 0

License-exempt family child care homes: % 0

In-home (care in the child's own home) providers: % 0

**c. N/A:**

Licensed child care centers, describe:

Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type. However, an average of 59.5% of programs that received on-site coaching from the VA ITSN serve children who receive CCDF.

License-exempt child care centers, describe:

Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type. However, an average of 59.5% of programs that received on-site coaching from the VA ITSN serve children who receive CCDF

Licensed family child care homes, describe:

Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type. However, an average of 59.5% of programs that received on-site coaching from the VA ITSN serve children who receive CCDF

License-exempt family child care homes, describe:

Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type. However, an average of 59.5% of programs that

received on-site coaching from the VA ITSN serve children who receive CCDF

In-home (care in the child's own home) providers, describe:

**Not applicable for this service.**

**5.3 Provide the total number of state or territory funded infant and toddler health consultants in the state or territory during October 1, 2020 to September 30, 2021.**

Consultants available

# 9

Consultants available to providers serving CCDF children

# 9

No funded infant and toddler health consultants.

N/A

Describe:

**5.4 Did the lead agency conduct an analysis of supply and demand for infant toddler slots to identify areas of focus to build supply during October 1, 2020 to September 30, 2021?**

Yes

Describe (include link to analysis if available):

No

N/A

Describe:

**5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2020 to September 30, 2021.**

Number of staffed family child care networks:

#

Describe what the hub provides to participating family child care providers:

No staffed family child care networks supported by CCDF funds.

N/A

Describe:

## 5.6 Spending:

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to **improve the supply and quality of child care programs and services for infants and toddlers** during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 4352117

Comments related to dollar amount provided (optional):

Child Care Aware (\$1,175,000.00)

ITSN Quality (\$2,868,117.19)

Virginia Early Childhood Foundation (QRIS) (\$309,000.00)

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

### 5.7 Progress Update:

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021.**

Include examples and numeric targets where possible.

Virginia Infant and Toddler Specialist Network measures and progress include:

- Mean pre-ITERS-R score was 2.62 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists: mean post ITERS-R score was 3.57 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores.
- Mean pre-FCCERS-R score was 2.71 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists; mean post-FCCERS-R score was 3.69 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores
- Pre- to post-health and safety checklist scores for programs completing intensive on-site coaching provided by Infant Toddler Specialists increased an average of 21% for 35 of the 42 programs (religious exempt child day centers, family day homes not licensed)
- Overall increase in use of 1-2-3 READ! strategies from 3.0 to 3.8 on a scale from 1-4 for providers completing follow-up technical assistance after receiving Network early literacy training (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist")
- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2021 was 16%
- The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2021 was 11.1%
- For programs completing intensive on-site coaching, 726 goals, or an average of about

four goals per program, were created with the Infant Toddler Specialists with verification that 559 (76.9%) of these goals were accomplished

- For programs completing on-site coaching on social emotional topics, 384 goals, or an average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants with verification that 301 (78.4%) of these goals were accomplished
- Mean pre-TPITOS score was 65% for programs completing on-site coaching on social emotional topics; mean post-TPITOS score was 68%.
- The overall evaluation score for trainings conducted by Infant Toddler Specialists was 4.91 out of 5.
- The overall evaluation score for trainings conducted by Infant and Toddler Mental Health Consultants was 4.91 out of 5.
  - The average overall quality of on-site coaching provided by Infant Toddler Specialists was 4.9 out of 5

QRIS measured progress to improve the supply and quality of child care programs and services for infants and toddlers (birth through 35 months) by tracking the number of infant and toddler children served; the number of programs serving infants and toddlers; and the percentage of QRIS programs serving infants and toddlers in the QRIS system.

- The number of infants and toddlers serviced in FFY 2020: 16,443, the number serviced in FFY 2021: 17,743 an increase of 1,300 or 7.9%
- The number of QRIS programs serving infants and toddlers: FFY 2020: 754, in FFY 2021: 953 an increase of 199 programs or 26%
- The percentage of early care and education programs that participate in QRIS that serve infants and toddlers in FFY
  - FFY2020 - Total QRIS programs - 1282, 59% serving infants and toddlers
  - FFY2021 - Total QRIS programs - 1457, 65% serving infants and toddlers

## **6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services**

*Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.*

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2020 to September 30, 2021.

Resource and Referral were not expanded this year with CCDF quality funds. However,

Resource and Referral services were maintained.

## 6.2 Spending:

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 450000

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)



Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

### 6.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible..

Resource and Referral services were maintained in FY2021. There were no barriers to progress identified, the applicable contracts were maintained without major changes.

**Total number of referrals - 19,461 Referrals / Searches**

**Total number of children served - 11,969**

**Total number of trainings = 286, including 63 CPR/First Aid; 42 trauma-informed care; and 36 emergency preparation**

**Total number of providers receiving print and virtual publications = 7300**

## 7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

*Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.*

### 7.1. Has the lead agency aligned health and safety standards with the following:

#### a. Licensing standards

Yes.

No.

If not, describe why:

The previous Lead Agency, the Virginia Department of Social Services, recently modified the licensing standards for Child Day Centers to align more closely but not

completely with CCDF health and safety requirements. Now that all licensing standards have transitioned to VDOE, the agency will be doing a comprehensive review of all licensing regulations with the goal of alignment with CCDF as closely as possible.

**b. Caring for Our Children Basics**

Yes.

No.

If not, describe why:

Caring for Our Children was used as a reference in the last revision of the Child Care Subsidy Program standards. VDOE is undertaking a comprehensive review of all licensing regulations and will consider Caring for Our Children as a reference during this effort.

**c. Head Start**

Yes.

No.

If not, describe why:

Head Start program standards go beyond basic health and safety. VDOE considers basic health and safety essential to the quality of instruction and interactions, but regulates quality separately from health and safety.

**d. State pre-k**

Yes.

No.

If not, describe why:

State pre-K standards are focused primarily on curriculum, assessment, teaching, and learning. VDOE considers basic health and safety essential to the quality of instruction and interactions, but regulates quality separately from health and safety.

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.1 How many complaints were received regarding providers during October 1, 2020 to September 30, 2021?

- a) Licensed providers # 506
- b) Licensed-exempt providers # 57

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2020 to September 30, 2021? Data not available

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2020 to September 30, 2021? # 433

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2020 to September 30, 2021? # 116

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2020 to September 30, 2021? # 0

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2020 to September 30, 2021? # 0

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2020 to September 30, 2021

Inspections conducted resulting from a complaint are unannounced. Inspection results are posted online at <https://www.doe.virginia.gov/cc/index.html> and in the facility. To find a

facility, click on Search for Child Care.

**7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2020 to September 30, 2021?**

- a. Licensed center-based programs #
- b. License-exempt center-based programs #
- c. Licensed family child care #
- d. License-exempt family child care (care in providers' home) #
- e. In-home (care in the child's own home) #

f. N/A

Describe:

Data on the exact number of professionals in each category is not available however, 7,713 inspections were conducted during FFY 21 (Licensed child care center = 5,350; Licensed family child care = 1,544; Licensed exempt child care center = 381; and Licensed exempt family child care = 438). Technical assistance aimed at improving understanding and compliance with health and safety standards occurs at every visit. Please note that numbers are underestimated due to data limitations.

**7.4 How many providers received virtual monitoring from October 1, 2020 to September 30, 2021?**

Total

#

Licensed or registered center-based programs

#

License-exempt center-based programs.

#

Licensed or registered family child care

#

License-exempt family child care (care in providers' home)

#

In-home (care in the child's own home).

#

Programs serving children who receive CCDF subsidy

#

## 7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 16793356

Comments related to dollar amount provided (optional):

Background checks (\$1,925,256)

Child care licensing (\$14,868,100)

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

### **7.6 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible**

Since 2018, 39,513 child care providers and staff completed the Virginia Preservice Training for Child Care Staff, reflecting many more staff who have improved their foundational understanding of foundational child care health and safety requirements.

As the new Lead Agency, VDOE recently assumed oversight of all child care licensing functions, including the development of a new child care licensing system. This system will facilitate better data quality and allow VDOE to better leverage data to inform child care licensing policies and processes. Over the next several years, VDOE will look to increase the supply of licensed or regulated child care and increase the number of licensed and regulated providers participating in CCDBG.

Note for 7.4: Virginia conducted a combination of in-person and virtual inspections in FFY 2021, but we are unable to distinguish how inspections were conducted with available data. Therefore, data is not reported in 7.4.

### **8) Evaluating the quality of child care programs in the Lead agency, including evaluating how programs positively impact children**

*Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment*

**8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2020 to September 30, 2021?**

 [To measure program quality,](#)

[describe:](#)

Virginia Quality measures structural quality through education and curriculum documentation review, with an on-site Curriculum Validation Visit. Process quality is measured with the ERS and CLASS assessment tools. The Virginia Infant & Toddler Specialist Network measures program quality with ITERS-R, health and safety checklist, and Infant/Toddler Environment Checklist. The Virginia Early Childhood Foundation uses CLASS.

As part of the PDG, participating communities measure program quality by using the CLASS observation tool. Each classroom that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system. As of September 2021, LinkB5 had 1,500 registered sites participating in data collection - an increase of over 500 sites from September 2020. This represents approximately half of the 3,142 publicly-funded births to five sites in Virginia. This year, PDG sites are participating in Practice Year 1 of the VQB5 rating system, and will receive information on program quality as part of their practice rating.

 [To measure effective practice](#)

[describe:](#)

Part of the Virginia QRIS Curriculum Validation Visit involves an on-site observation of Developmentally Appropriate Practice, in alignment with NAEYC's DAP guidelines. ERS and CLASS are also used to measure effective classroom practices. The Virginia Infant & Toddler Specialist Network measures effective practice using TPITOS\* and Infant/Toddler Environment Checklist \*The Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) is an assessment instrument that measures fidelity to Tier 1 Universal Practices of the Pyramid Model in infant toddler care settings. The TPITOS' three sections consist of an observational checklist, interview and evaluation of environmental and teacher red flags. This observational tool captures a glimpse of the daily environmental and provider practices that promote or hinder social emotional development in infants and toddlers

As part of the PDG, participating communities measure program quality by using the CLASS observation tool. Each classroom that is participating receives two CLASS



observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system. As of September 2021, LinkB5 had 1,500 registered sites participating in data collection - an increase of over 500 sites from September 2020. This represents approximately half of the 3,142 publicly-funded births to five sites in Virginia. These sites are receiving frequent feedback on effective practices as measured by CLASS.

To measure age appropriate child development.

describe:

Virginia Quality/QRIS does not collect any child specific information, however programs must include age-appropriate assessments within their curriculum practices as part of their Curriculum Standard measurement.

Beginning in June 2021, the VDOE used COVID relief funding (GEER) to support the expansion of the Virginia Kindergarten Readiness Assessment (VKRP). The VKRP has historically been used to measure kindergarten readiness in the fall and spring for all of Virginia's public school kindergarteners. In school year 2021-2022, this was expanded to include four-year-olds attending Virginia Preschool Initiative and the VECF Mixed Delivery Program, both of which are hosted in child care centers. While CCDF funding is not used to support this work, this will provide important insight into four-year-old learning, particularly in the time of COVID 19. The VDOE further used COVID relief funding (GEER) to support the development of a three-year-old VKRP. This is in pilot phases, which will begin in late fall 2021.

Other

describe:

N/A

describe:

## **8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family**

## child care programs during October 1, 2020 to September 30, 2021?

To measure program quality,

describe:

Virginia Quality measures structural quality through education and curriculum documentation review, with an on-site Curriculum Validation Visit. Process quality is measured with the FCCERS-R and CLASS assessment tools. The Virginia Infant & Toddler Specialist Network uses FCCERS-R, health and safety checklist, and the Infant/Toddler Environment Checklist to measure quality.

As part of the PDG, participating communities measure program quality by using the CLASS observation tool. Each classroom that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system. As of September 2021, LinkB5 had 1,500 registered sites participating in data collection - an increase of over 500 sites from September 2020. This represents approximately half of the 3,142 publicly-funded births to five sites in Virginia. This year, PDG sites are participating in Practice Year 1 of the VQB5 rating system, and will receive information on program quality as part of their practice rating.

To measure effective practice

describe:

Part of the Curriculum Validation Visit involves an on-site observation of Developmentally Appropriate practices, in alignment with NAEYC's DAP guidelines. FCCERS-R and CLASS are also used to measure effective family child care home practices. The Virginia Infant & Toddler Specialist Network uses TPITOS and the Infant/Toddler Environment Checklist to measure effective practice.

As part of the PDG, participating communities measure program quality by using the CLASS observation tool. Each classroom that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system. As of September 2021, LinkB5 had 1,500 registered sites participating in data collection - an increase of over 500 sites from September 2020. This represents approximately half of the 3,142 publicly-funded births to five sites in Virginia. These sites are receiving frequent feedback on effective practices as measured by CLASS.

To measure age appropriate child development.

describe:

Virginia Quality/QRIS does not collect any child specific information, however family child care homes must include age-appropriate assessments within their curriculum practices as part of the Curriculum Standard measurement.

Other

describe:

N/A

describe:

### 8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

Activities described in this section are part of broader quality improvement and evaluation activities. The funding sources are already captured in other sections.

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

#### 8.4 Progress Update:

**8.4 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021.** Include examples and numeric targets where possible.

QRIS assesses child care programs' attainment and maintenance of quality improvement standards beyond licensing/regulation compliance for basic health and safety:

- Level 1 confirms that a program requesting to enroll is in good standing with a recognized regulatory authority and has completed QRIS Orientation.
- Level 2 (Education and Qualifications) measures include completion of required online learning modules and evidence of ECE formal education attainment.
- Level 3 (Curriculum and Assessment) uses a curriculum checklist, CLASS/ERS self-study tools, and curriculum validation.
- Levels 4/5 use ERS/CLASS observation average scores.

The tools have versions applicable to type of setting (Classroom Based or Family

Day Home child care) and the ages of the children.

The effectiveness of QRIS is measured by:

- Number of participating programs: On 10/01/2020 there were 1282 programs participating in QRIS, compared to 1457 on 9/30/2021 an increase of 13.65%.
- Number of Programs that maintain or increase their assessed QRIS quality level over time: Of the 1457 programs active 9/30/2021, 870 maintained their quality level and 351 moved up at least one QRIS level.

Virginia Infant and Toddler Specialist Network measures and progress include:

- 184 child care programs completed Network Level 1 services (32 hours on-site technical assistance for family child care homes, 40 hours for centers with 1-3 infant/toddler classrooms, 80 hours for centers with 4-6 infant/toddler classrooms).
- 130 child care programs participated in Network infant toddler mental health coaching
- Mean pre-ITERS-R score was 2.62 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists; mean post ITERS-R score was 3.57 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores
- Mean pre-FCCERS-R score was 2.71 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists; mean post-FCCERS-R score was 3.69 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores
- Pre- to post-health and safety checklist scores for programs completing intensive on-site coaching provided by Infant Toddler Specialists increased an average of 21% for 35 of the 42 programs (religious exempt child day centers, family day homes not licensed)
- Overall increase in use of 1-2-3 READ! strategies from 3.0 to 3.8 on a scale from 1-4 for providers completing follow-up technical assistance after receiving Network early literacy training (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist")
- For programs completing intensive on-site coaching, 726 goals, or an average of about four goals per program, were created with Infant Toddler Specialists with verification that 559 (76.9%) of these goals were accomplished
- For programs completing on-site coaching on social emotional topics, 384 goals, or an average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants with verification that 301 (78.4%) of these goals were accomplished
- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2021 was 16%
- The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2021 was 11.1%

- 9,372 participants trained by ITS (duplicated)
- 9,357 participants trained by ITMHC (duplicated)
- 492 programs received technical assistance from Child Development Resources Network staff (duplicated)
- 1,078 providers received technical assistance from Child Development Resources Network staff (duplicated)
- 605 programs received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching). There may be duplication of programs. Due to COVID-19, some of the services occurred virtually.
- 1,913 providers received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching). There may be duplication of providers. Due to COVID-19, some of the services occurred virtually.

## 9) Supporting providers in the voluntary pursuit of accreditation

*Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality*

### 9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2020 to September 30, 2021?

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs #
  - b. License-exempt center-based programs #
  - c. Licensed family child care #
  - d. License-exempt family child care (care in providers' home) #
  - e. Programs serving children who receive CCDF subsidy #
- No lead agency support given to providers in their pursuit of accreditation.
- N/A.

Describe:

### 9.2 Spending:

9.2.1 Did the lead agency spend funds from any of the following sources on **accreditation** during October 1, 2020 to September 30, 2021?

- a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.



Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**9.3 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021.** Include examples and numeric targets where possible.

N/A

**10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development**

*Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development*

**10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?**

- Yes, check which indicators the lead agency has established:
- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Mental health for staff/employees
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other

Describe:

- No

**10.2 Spending:**

10.2.1 Did the lead agency spend funds from any of the following sources on **supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2020 to September 30, 2021?

- a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**10.3 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021.** Include examples and numeric targets where possible.

N/A

**11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry**

*Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry*

**11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic?**

Yes.

If yes, describe it :

The Virginia Department of Social Services coordinated with the Virginia Department of Education to support the CARES Grant program, using relief funding through Coronavirus Relief Funds (CRF) and CRRSA. Providers were eligible to apply for a grant if they were operational and open to serve children by a specific date in the given grant period.

and check which types of providers were eligible and number served:

Licensed center-based programs

# 2012

Legally exempt center-based programs

# 569

Licensed family child care

# 1281

Legally exempt family child care (care in providers' home)

# 886

In-home (care in the child's own home)

#

Other

(explain)

No

N/A

Describe:

**11.2 Did the lead agency provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to the COVID-19 pandemic?**

Yes.

If yes, describe :

Virginia provided PPE to approximately 4,625 child care programs. Providers were eligible to receive a PPE pushpack if they were open in early December 2020 when the order was initiated and finalized. PPE packs were funded through state COVID relief funds.

and check which types of providers were eligible:

Licensed center-based programs

Legally exempt center-based programs

Licensed family child care

Legally exempt family child care (care in providers' home)

In-home (care in the child's own home)

Other

(explain)

No

N/A

Describe:

**11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2020 to September 30, 2021?**

Yes.

If yes, describe:

Virginia is investing in two key data systems in FFY21. The first is the growth and expansion of LinkB5. The LinkB5 data system collects information about Virginia's early childhood education (ECE) system to broaden and deepen the understanding of Virginia's unique needs and resources. Communities collect and share information about their ECE landscape through LinkB5, creating visibility into the vital network of diverse providers (including Virginia Preschool Initiative, Head Start, private centers, and family day homes) serving Virginia's youngest learners from birth to age five. LinkB5 has scaled rapidly, expanding Virginia's ability to understand young children's experiences across a variety of settings by collecting consistent information across diverse providers. All sectors, including private child care centers (centers), publicly funded programs (public schools), and family or home-based providers (family day homes), have contributed to increased participation. All site types increased by at least 77% from 2019 to 2020 and from 2020 to 2021, centers increased by 67%, public schools by 22%, and family day homes by 41%. LinkB5 has been supported by PDG funds thus far, though ARPA stabilization (supply-building) funds are planned to be dedicated for expansion of the program. While not formally used as a workforce registry, LinkB5 does collect information on credentialing, training, and professional backgrounds of educators. The VDOE is investigating strategies to warehouse this data across years to fulfil the functions of a workforce registry.

Virginia is also developing a new child care licensing system. The new child care licensing system will modernize the approach for health and safety inspections, as well as collection and maintenance of records. While planning and work to build the system began during FFY21, the system has not yet launched. This is expected to take place within the next year and will be supported through multiple funding sources, including some COVID relief dollars.

No.

**11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2020 to September 30, 2021?**

Yes.

Describe findings:

No.

**11.5 Describe how supply building grants were used with a lens towards DEI?:**

The CARES Grant Program was not designed to build supply, only to help sustain operations during the pandemic. CARES grants were available to all eligible programs and were based on program type and capacity. After the second round, previously funded programs were awarded funding automatically to minimize burden for smaller programs.

**11.6 How many providers received the following from October 1, 2020 to September 30, 2021?**

**a. Increased rates:**

Total: 144

Licensed or registered center-based programs: 0

License-exempt center-based programs: 78

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 66

In-home (care in the child's own home): 0

**b. Increased wages:**

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

**c. Benefits health insurance:**

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

**d. Mental health supports:**



Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**e. Start-up funds:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**f. Other:**

Describe:

N/A

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**11.7 How many providers received the following technical assistance from October 1, 2020 to September 30, 2021?**

**a. Business practices:**

Total: 873  
Licensed or registered center-based programs: 172  
License-exempt center-based programs: 63  
Licensed or registered family child care: 263  
License-exempt family child care (care in providers' home): 145  
In-home (care in the child's own home): 0

**b. Emergency preparedness planning:**

Total: 219  
Licensed or registered center-based programs: 25  
License-exempt center-based programs: 6

Licensed or registered family child care: 97  
License-exempt family child care (care in providers' home): 6  
In-home (care in the child's own home): 0

**c. Other:**

All other TA: child development, health and safety, classroom improvement, subsidy, etc.

Note: for a, b, and c, some participants did not indicate a provider type when completing the training. Therefore, breakdown of participants by provider type will be less than the totals.

Total: 1531  
Licensed or registered center-based programs: 488  
License-exempt center-based programs: 167  
Licensed or registered family child care: 328  
License-exempt family child care (care in providers' home): 207  
In-home (care in the child's own home): 0

**11.8 Spending:**

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

The Virginia Infant & Toddler Specialist Network used quality set-aside funding to provide PPE. In December 2020, 355 infant and toddler child care providers were sent \$500 gift cards for both Amazon and Kaplan to assist them with program

needs generated by the COVID-19 pandemic. The gift cards were provided to purchase PPE and/or cleaning supplies and other needed resources for their programs. In May 2021, 133 programs that were actively working with the Virginia Infant & Toddler Specialist Network requested items, including PPE and cleaning supplies, as well as other approved program materials up to \$1,000 each to help with COVID and COVID Environments. Additionally, three regional Network offices purchased a small amount of cleaning supplies and PPE for providers. These funds are already reported in another section.

Funds that supported technical assistance described in section 11.7 are already reported in another section.

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 2950000

If yes, describe source(s) of funding:

A total of \$29,500,000 was spent in non-CCDF funds. \$2.6M via PDG-B5 to support the development of the LinkB5 data system and \$26.9M to support PPE push packs for child care providers.

Note: the system will not allow me to input the full total above.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 1150507

If yes, describe how funds were used:

Funds were used to temporarily increase reimbursement rates for Level 1

providers.

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 83465704

If yes, describe how funds were used:

\$83.5M was spent on a fourth round of CARES Grant assistance for eligible child care providers.

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

11.9 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible:

No applicable measures from the state plan.

**12) Lead agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.**

**12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.**

The Virginia Department of Education (VDOE) website provides an online form for CCDF-participating child care programs and other programs to report deaths and serious child injuries that require outside medical attention. These reports are entered onto a spreadsheet each month by the VDOE Office of Child Care Health and Safety. The information from the reports is analyzed and organized into various tables to track specific data (ex. number of injuries each month based on gender, region, location of injury, etc.). Any concerning trends or reports are presented to the Home Office management for guidance on the next course of action (i.e., investigation by the regional office, training, etc.).

If violations occur as a result of a review of an occurrence of a serious injury or death, procedures for enforcement are followed accordingly.

**12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment.**

No changes to state regulations, enforcement mechanisms or policies have been made in response to review and assessment of aggregate data. The Licensed Child Day Center Standards were amended and updated on October 13, 2021 but this was due to an initiative that was begun at the Virginia Department of Social Services in 2016 to bring these standards more in line with the existing subsidy standards.

VDOE is undertaking a comprehensive review of all child care licensing regulations beginning in 2022.

**13) American Rescue Plan (ARP) Act Child Care Stabilization Grants**

Did your state/territory begin **paying providers (funds were dispersed by the state/territory to providers) prior to December 1, 2021**?

- Yes.
- No.

**13.1 When did you start accepting applications? Enter Date:** 11/1/2021

**13.2 When did the first grants go out to providers? Enter Date:** 11/14/21

**13.3 How many stabilization grants were awarded?**

Total

# 2516

Licensed or registered center-based programs  
# 1152

License-exempt center-based programs  
# 230

Licensed or registered family child care  
# 670

License-exempt family child care (care in providersâ home)

# 464

In-home (care in the child's own home)  
#

Programs already serving children who receive CCDF subsidy at time of application  
# 1130

**13.4 What are the minimum, maximum, and average provider stabilization grant award amounts and average number of awards made to the same provider? Round amounts to the nearest dollar.**

**a. Minimum provider award amount:**

Total: 500

Licensed or registered center-based programs: 2333

License-exempt center-based programs: 3033

Licensed or registered family child care: 1667

License-exempt family child care (care in providers' home): 500

In-home (care in the child's own home): 0

**b. Maximum provider award amount:**

Total: 113333

Licensed or registered center-based programs: 113333

License-exempt center-based programs: 104833

Licensed or registered family child care: 40800

License-exempt family child care (care in providers' home): 5333

In-home (care in the child's own home): 0

**c. Average provider award amount:**

Total: 31966

Licensed or registered center-based programs: 55551

License-exempt center-based programs: 39832

Licensed or registered family child care: 8539

License-exempt family child care (care in providers' home): 3338

In-home (care in the child's own home): 0

**d. Average number of awards made to the same provider during the fiscal year:**

Total: 1

Licensed or registered center-based programs: 1

License-exempt center-based programs: 1

Licensed or registered family child care: 1

License-exempt family child care (care in providers' home): 1

In-home (care in the child's own home): 0

**13.5 What is the licensed or identified capacity by age group that providers awarded stabilization grants served?** States/Territories should use their own definition of age groups as provided in the CCDF Plan.

**a. Total:**

Total: 65

Licensed or registered center-based programs: 116

License-exempt center-based programs: 100

Licensed or registered family child care: 10

License-exempt family child care (care in providers' home): 4

In-home (care in the child's own home):

**b. Infants:**

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:

Licensed or registered family child care:

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

**c. Toddlers:**

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:

Licensed or registered family child care:

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

**d. Preschool:**

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:

Licensed or registered family child care:

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

**e. School-age:**

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:



Licensed or registered family child care:  
License-exempt family child care (care in providers' home):  
In-home (care in the child's own home):

**f. Mixed age (combination of more than one age group):**

Total:  
Licensed or registered center-based programs:  
License-exempt center-based programs:  
Licensed or registered family child care:  
License-exempt family child care (care in providers' home):  
In-home (care in the child's own home):

**13.6 What is the number of stabilization grants awarded to providers who are operating in high need areas? OCC will be providing these FIPS codes for each jurisdiction.**

**FIPS Code 1: 51750**

Total number of stabilization grants awarded: 2  
Number of stabilization grants awarded to licensed or regulated center-based programs: 2  
Number of stabilization grants awarded to license-exempt center-based programs: 0  
Number of stabilization grants awarded to licensed or regulated family child care: 0  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

**FIPS Code 2: 51027**

Total number of stabilization grants awarded: 0  
Number of stabilization grants awarded to licensed or regulated center-based programs: 0  
Number of stabilization grants awarded to license-exempt center-based programs: 0  
Number of stabilization grants awarded to licensed or regulated family child care: 0  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

**FIPS Code 3: 51660**

Total number of stabilization grants awarded: 14  
Number of stabilization grants awarded to licensed or regulated center-based programs: 9  
Number of stabilization grants awarded to license-exempt center-based programs: 3  
Number of stabilization grants awarded to licensed or regulated family child care: 2  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

**FIPS Code 4: 51720**

Total number of stabilization grants awarded: 2  
Number of stabilization grants awarded to licensed or regulated center-based programs: 1

Number of stabilization grants awarded to license-exempt center-based programs: 1  
Number of stabilization grants awarded to licensed or regulated family child care: 0  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 5: 51678

Total number of stabilization grants awarded: 6  
Number of stabilization grants awarded to licensed or regulated center-based programs:  
6  
Number of stabilization grants awarded to license-exempt center-based programs: 0  
Number of stabilization grants awarded to licensed or regulated family child care: 0  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 6: 51059

Total number of stabilization grants awarded: 660  
Number of stabilization grants awarded to licensed or regulated center-based programs:  
135  
Number of stabilization grants awarded to license-exempt center-based programs: 11  
Number of stabilization grants awarded to licensed or regulated family child care: 244  
Number of stabilization grants awarded to license-exempt family child care: 270  
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 7: 51760

Total number of stabilization grants awarded: 32  
Number of stabilization grants awarded to licensed or regulated center-based programs:  
14  
Number of stabilization grants awarded to license-exempt center-based programs: 11  
Number of stabilization grants awarded to licensed or regulated family child care: 3  
Number of stabilization grants awarded to license-exempt family child care: 4  
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 8: 51710

Total number of stabilization grants awarded: 76  
Number of stabilization grants awarded to licensed or regulated center-based programs:  
44  
Number of stabilization grants awarded to license-exempt center-based programs: 7  
Number of stabilization grants awarded to licensed or regulated family child care: 14  
Number of stabilization grants awarded to license-exempt family child care: 11  
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 9: 51810

Total number of stabilization grants awarded: 84  
Number of stabilization grants awarded to licensed or regulated center-based programs:  
60  
Number of stabilization grants awarded to license-exempt center-based programs: 10  
Number of stabilization grants awarded to licensed or regulated family child care: 13

Number of stabilization grants awarded to license-exempt family child care: 1  
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 10: 51153

Total number of stabilization grants awarded: 190

Number of stabilization grants awarded to licensed or regulated center-based programs:  
81

Number of stabilization grants awarded to license-exempt center-based programs: 20

Number of stabilization grants awarded to licensed or regulated family child care: 74

Number of stabilization grants awarded to license-exempt family child care: 15

Number of stabilization grants awarded to in-home (care in the child's home): 0

**13.7 How many grants were provided with the following specific uses? (check all that apply and include number of grants provided)**

**Mortgage/rent:** : Rent, mortgage, utilities, facility maintenance or improvements, insurance  
# 2287

**Personnel costs:** Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention  
# 1989

**Supplies and services:** Personal protective equipment cleaning and sanitization supplies and services, or training and professional development related to health and safety practices  
# 2079

**Purchases/Updates:** Purchases of or updates to equipment and supplies to respond to the COVID-19 public health emergency  
# 1269

**Goods and services:** Goods and services necessary to maintain or resume child care services  
# 1845

**Mental health supports:** Mental health supports for children and employees  
# 751

**13.8 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.**

Yes.

Describe:

No.

**13.9 Check which of the following methods were used for implementing stabilization grants? (check all that apply)**

- Prioritizing small child care programs
- Recurring subgrants
  - Employing multiple subgrant programs
- Providing bonuses or supplemental funding for providers meeting certain needs of families
- Encouraging wage increases through stabilization grants (e.g., bonuses going directly to staff or requirement that a percentage of the grant be used for personnel)
  - Other.

Describe:

**13.10 Check which of the following were available to providers related to applying for stabilization grants? (check all that apply)**

- Applications for subgrants are widely available in plain language and multiple languages
- A staffed helpline or chat function to provide real time assistance for completing applications available in multiple languages
  - Support for collecting documentation showing operating expenses
- Used a cost estimation model or survey to estimate operating expenses for or already collected operating expenses from providers as part of an earlier application or relief effort instead of requiring new information from applicants
  - Acceptance of a variety of types of documentation of operating expenses
- Resources such as frequently asked questions to help with the completion of the applications available in multiple languages
  - Partnerships with culturally relevant organizations and trusted messengers to support a diverse range of child care providers in navigating the application process
  - Other.

Describe:

**13.11 Check which of the following supports were available to providers after they received stabilization grants? (check all that apply)**

- A staffed helpline or chat function to provide real time assistance available in multiple languages
- Support for providers related to following certain health and safety guidelines
  - Support for providers related to continuing to pay full compensation to staff
- Support for providers related to recruiting and retaining existing and former child care workers and strengthening the diversity of the workforce to meet children and families' needs
- Support for providers related to providing relief from copayments and tuition for parents struggling to afford child care
- Support for providers in making facilities improvements needed to comply with safety guidance in the context of developmentally appropriate practice and a welcoming environment for children and families
- Support for providers in making facilities improvements that make child care programs inclusive and accessible to children with disabilities and family members with disabilities
- Support for background checks and health and safety training for providers who were previously ineligible for CCDF subsidies because they had not completed the health and safety requirements in the CCDBG Act
- Support for providers to find personal protective equipment (PPE), cleaning and sanitization supplies
- Support for providers related to finding mental health services and supports
  - Other.

Describe:

**13.12 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):**

Eligible providers were identified through the Lead Agency's child care licensing database and the databases of local regulatory partners. Each eligible provider was assigned a facility ID (either their license number, permit number, or a number assigned to them specifically for the grant). Providers could only access the application portal if they were already identified as eligible for the grant. The VDOE grants team regularly scanned licensing data for closed programs and updated providers' eligibility status accordingly. The grants team also added providers to the system as they became eligible after verifying subsidy approval with the Subsidy

Vendor Relations team.

After an initial review, all applications went through the IRS database to verify that the legal entity and tax ID provided on the application matched IRS records.

### **13.13.1 What is the number of stabilization grants awarded by gender of center director or family child care owner?**

#### **a. Female:**

Total 2105

Licensed or registered center-based programs: # 809

License-exempt center-based programs: # 197

Licensed or registered family child care: # 642

License-exempt family child care (care in providers' home): # 457

In-home (care in the child's own home): #

#### **b. Male:**

Total 152

Licensed or registered center-based programs: # 122

License-exempt center-based programs: # 16

Licensed or registered family child care: # 13

License-exempt family child care (care in providers' home): # 1

In-home (care in the child's own home): #

#### **c. Non-Binary:**

Total 2

Licensed or registered center-based programs: # 1

License-exempt center-based programs: #

Licensed or registered family child care: # 1

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

#### **d. No response:**

Total 263

Licensed or registered center-based programs: # 226

License-exempt center-based programs: # 17

Licensed or registered family child care: # 14

License-exempt family child care (care in providers' home): # 6

In-home (care in the child's own home): #

**13.13.2 What is the number of stabilization grants awarded by race and ethnicity of the center director or family child care owner?**

a) Ethnicity: Hispanic, Race: American Indian or Alaskan Native

Total 12

Licensed or registered center-based programs: # 1

License-exempt center-based programs: # 0

Licensed or registered family child care: # 11

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): #

b) Ethnicity: Hispanic, Race: Asian

Total 1

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 1

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): #

c) Ethnicity: Hispanic, Race: Black or African American

Total 18

Licensed or registered center-based programs: # 5

License-exempt center-based programs: # 1

Licensed or registered family child care: # 9

License-exempt family child care (care in providers' home): # 3

In-home (care in the child's own home): #

d) Ethnicity: Hispanic, Race: Native Hawaiian or Pacific Islander

Total 3

Licensed or registered center-based programs: # 1

License-exempt center-based programs: # 0

Licensed or registered family child care: # 1

License-exempt family child care (care in providers' home): # 1

In-home (ccare in the child's own home): #

e) Ethnicity: Hispanic, Race: White

Total 158

Licensed or registered center-based programs: # 30

License-exempt center-based programs: # 1

Licensed or registered family child care: # 70

License-exempt family child care (care in providers' home): # 57

In-home (care in the child's own home): #

f) Ethnicity: Hispanic, Race: Multi-Racial

Total 4

Licensed or registered center-based programs: # 4

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): #

g) Ethnicity: Non-Hispanic, Race: American Indian or Alaskan Native

Total 5

Licensed or registered center-based programs: # 4

License-exempt center-based programs: # 0

Licensed or registered family child care: # 1

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): #

h) Ethnicity: Non-Hispanic, Race: Asian

Total 330

Licensed or registered center-based programs: # 56

License-exempt center-based programs: # 2

Licensed or registered family child care: # 135

License-exempt family child care (care in providers' home): # 137

In-home (care in the child's own home): #

i) Ethnicity: Non-Hispanic, Race: Black or African American

Total 464

Licensed or registered center-based programs: # 201

License-exempt center-based programs: # 33

Licensed or registered family child care: # 137

License-exempt family child care (care in providers' home): # 93

In-home (care in the child's own home): #

j) Ethnicity: Non-Hispanic, Race: Native Hawaiian or Pacific Islander

Total 3

Licensed or registered center-based programs: # 1

License-exempt center-based programs: # 0

Licensed or registered family child care: # 2

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): #

k) Ethnicity: Non-Hispanic, Race: White



Total 759

Licensed or registered center-based programs: # 453

License-exempt center-based programs: # 135

Licensed or registered family child care: # 134

License-exempt family child care (care in providers' home): # 37

In-home (care in the child's own home): #

I) Ethnicity: Non-Hispanic, Race: Multi-racial

Total 29

Licensed or registered center-based programs: # 15

License-exempt center-based programs: # 3

Licensed or registered family child care: # 7

License-exempt family child care (care in providers' home): # 4

In-home (care in the child's own home): #